



California Department of Education
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California State Board of Education

March Year Agenda

Item #03

Subject

California Assessment of Student Performance and Progress System and the English Language Proficiency Assessments for California: Update on the Initial English Language Proficiency Assessments for California Threshold Score Review Study, and Assessment Program Activities.

Type of Action

Information

Summary of the Issue(s)

This item provides information on the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC), including the California Science Test (CAST) item specifications, California Alternate Assessment (CAA) for Science performance task (PT) administration, Broadband Infrastructure Improvement Grant (BIIG) status, Digital Library winter workshop, Initial ELPAC threshold score review study and communicating assessment results to parents and the public.

Recommendation

No specific action is recommended at this time.

Brief History of Key Issues

CAST Item Specifications

The CAST is an assessment administered to students enrolled in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve) and is aligned with the California Next Generation Science Standards (CA NGSS) adopted by the California State Board of Education (SBE) in September 2013, located on the SBE Current and Past Agendas web page at

<https://www.cde.ca.gov/be/ag/ag/yr13/documents/sep13item10.doc>. High school

students will have only one opportunity to take the CAST. The CAST assesses the CA NGSS Performance Expectations (PEs), which are the integrations of the following:

- Disciplinary Core Ideas—key organizing concepts, problem solving tools, or underlying principles of a discipline
- Science and Engineering Practices—behaviors that scientists engage in as they investigate and build models and theories about the natural world and the key set of engineering practices that engineers use as they design and build models and systems
- Crosscutting Concepts—underlying themes that have value in all disciplines of science

In addition, California's Environmental Principles and Concepts are used as context and incorporated into the assessment.

In November 2018, the CDE launched new CAST practice tests and updated training tests. These tests are available on the Online Practice and Training Tests Portal located at <http://www.caaspp.org/practice-and-training/index.html>. The practice tests are used to prepare students to take the operational assessment and also provide them with the understanding of the depth and breadth of items within the CAST. One feature of the practice test is the inclusion of three performance tasks (PTs) that allow students the opportunity to “practice” a performance PT from each of the three science domains (i.e., Life Sciences, Physical Sciences, and Earth and Space Sciences). The updated training tests consist of a small sample of stand-alone items and one PT that familiarize students, educators, and parents/guardians with the different item types within the operational assessment. The same accessibility resources available for the operational CAST can be accessed on both the training and practice tests. Instructions for starting a practice or training test are available on the CDE Quick Reference Guides web page at <https://www.cde.ca.gov/ta/tg/ca/caasppqrg.asp>.

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During the development of California's science assessments, the CDE has worked closely with California science educators to write and review items and to review data from the field test. After successful completion of the review process, the items and PTs have been placed in the operational pool for use in future administrations.

To aid in this development process, the CDE worked in collaboration with its testing contractor, Educational Testing Service (ETS), to develop the CAST item specifications, which guide California science educators in writing items for the CAST. In June 2018, ETS vetted these item specifications with several national NGSS experts, and incorporated their recommendations into the item specifications. The item specifications define the assessment targets and connect the Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts elements to the phenomenon and prompts used in the CAST items. In addition, the item specifications provide possible common misconceptions, additional assessment boundaries, and references.

The CAST item specifications were written for all 175 PEs (i.e., 45 for grade five; 59 for grade eight; and 71 for high school) to be assessed on the CAST. There is one item specification available per PE. Each PE is aligned with at least one Science and Engineering Practice, one Disciplinary Core Idea, and one Crosscutting Concept, and each item specification represents the integration of the three dimensions.

The specification documents originally were created as a tool for item writers to ensure that new, multidimensional items are aligned with the CA NGSS PEs. As the CDE worked to improve these item specifications, it became clear that an important use of the specifications would also be tools for educators. With these specifications, educators will gain a better understanding of the three-dimensional nature of the assessment and standards. They can also use the item specifications as resources for developing items for interim/benchmark and summative assessments for the classroom. To help fulfill the needs of the field and share the information with stakeholders, the CDE will post the CAST item specifications on the CDE CAST web page at <https://www.cde.ca.gov/ta/tg/ca/caasppscience.asp> under Technical Documents.

Science Formative Assessment Practices

To showcase the importance of using formative assessment practices to support learning, and as part of a statewide effort to raise awareness about the importance of science education starting in the early primary grades, the CDE is pleased to announce a new contest, *Science: It's Elementary!*, open to kindergarten through grade five California public school teachers. The CDE is calling for submissions demonstrating the use of the formative assessment process in the study of science. The contest seeks to feature classrooms where the formative assessment process is used to guide the study of science phenomena based on the California Next Generation Science Standards (CA NGSS). The document describing the four attributes of the Formative Assessment Process on the CDE Smarter Balanced Digital Library web page are located at <https://www.cde.ca.gov/ta/tg/sa/diglib.asp> to find out more about how to support all students in meeting learning goals. The Elementary Science Standards on the NGSS for California Public Schools, K–12 web page are located at <https://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp> to learn more about the disciplinary core ideas and grade level topics. Eligibility and submission requirements, contest entry forms, and more information can be found in the following Google Drive folder at <http://caaspp.org/ta-resources/science-its-elementary.html>.

Finalists will be interviewed and a video will be produced that will be used for the online public voting, which begins on August 15, 2019 and ends on September 30, 2019. Finalists also will be invited to attend the first annual California Assessment Conference, October 16–18, 2019, where the winner will be announced. The winner will receive up to \$1,000 in prize money for science resources for the classroom.

CAA for Science Field Test Administration Planning Guides

In July 2016, the SBE approved the CAA for Science high-level test design, this document is located on the SBE Current and Past Agendas web page at <https://www.cde.ca.gov/be/ag/ag/yr16/documents/jul16item01.doc>. In January 2018, the SBE approved the CAA for Science blueprint in accordance with the July 2016 approved high-level test design, which is located on the SBE Current and Past Agendas web page at <https://www.cde.ca.gov/be/ag/ag/yr18/documents/jan18item06.docx>. Per the SBE approved blueprint for the CAA for Science, each PT assesses two Science Connectors. These Science Connectors were derived from the PEs of the CA NGSS.

The CAA for Science is designed for students with the most significant cognitive disabilities and is available to all eligible students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve). Students are eligible to take the CAA for Science only if it is indicated in their active individualized education program (IEP), developed by an IEP team. High school students will have only one opportunity to take the CAA for Science. Students must attempt all three embedded PTs in a single school year to be counted as having participated.

The 2018–19 field test consists of three PTs, one from each of the science domains (i.e., Earth and Space Sciences, Life Sciences, and Physical Sciences) and each PT assesses two Science Connectors. By the end of the field test, each student will be assessed on six Science Connectors in total (two from each of the three science domains).

In November 2018, the CDE launched a new online CAA for Science training PT for educators, students, parents, and other stakeholders to use in preparation for the administration of the field test. The training PT is unlike the field test PT because it includes more than one science domain. Additionally, the training PT uses two Science Connectors: a life science connector from grade five and a physical science connector from grade eight.

On January 8, 2019, the online CAA for Science field test was made available for test examiners to begin administering to students the three embedded PTs—one from each of the three science domains. The PTs are available to all local educational agencies (LEAs) through their last day of instruction. LEAs determine the administration order of the PTs that best matches the order in which the content has been taught to eligible students.

To assist LEAs in administering the field test, the *2018–19 CAA for Science Administration Planning Guides* for eligible students enrolled in grades five and eight and high school are now available on the CAASPP Portal California Alternate

Assessments web page at <http://www.caaspp.org/administration/about/caa/index.html>. Each guide provides information about the three PTs, including: what to consider when deciding the best time to administer a CAA for Science PT to a student, the basic steps in administering a PT, and what to consider about individualization on the basis of a student's needs. In addition, these guides inform teachers and test examiners about the two Science Connectors that are aligned with each of the three PTs and provide a schedule planner template to assist in the planning of when to administer each PT. In June 2019, the CDE will release the *2019–20 CAA for Science Administration Planning Guides* for the first operational administration beginning in July 2019.

Broadband Infrastructure Improvement Grant Status

The CDE continues to assist the K–12 High Speed Network with the implementation of the Broadband Infrastructure Improvement Grant (BIIG) programs, which are designed to assist schools in improving their connection to the internet to administer computer-based assessments. As of December 2018, 164 of the 165 BIIG 1.0 projects were complete, with approximately \$895,000 of the grant award remaining. Of the 214 BIIG 2.0 projects, 172 are complete, with approximately \$14.8 million of the grant award remaining. A fourth round of the BIIG 2.0 projects is in the bid process. Both BIIG 1.0 and BIIG 2.0 grant awards have been authorized through June 30, 2020.

Digital Library Winter Workshop

The Digital Library is a key component of the Smarter Balanced assessment system that provides educators with formative assessment tools (e.g. classroom activities, lessons, and professional development resources) they can use during daily instruction to gain actionable feedback to adjust their instruction and improve student learning. Available only to authorized local educational agency (LEA) users for use in K–12, the Digital Library provides more than 3,000 subject- and grade-specific resources for English Language Arts (ELA) and mathematics. Public samples of Digital Library content can be found on the Digital Library Storefront web page at <https://www.sbdigitallibrary.org/>.

On February 11 through February 13 2019, the Smarter Balanced Assessment Consortium hosted a Digital Library winter workshop in Portland, Oregon, for members of the State Network of Educators (SNE) to develop new formative assessment resources for the Digital Library. The SNE consists of educators—primarily teachers—from across Consortium member states who are trained to develop formative assessment resources for the Digital Library. California was well represented with teachers and curriculum coaches from districts across California participating. In addition, three CDE members of the Digital Library State Leadership Team participated in the workshop to provide guidance to SNE members.

During the workshop, the SNE members worked in small teams to develop new instructional resources, including new playlists that allow educators to quickly pinpoint resources to support instruction on the basis of student performance level on any Interim Assessment Block. All resources created at the workshop target the development of specific skills and support student learning. The collaborative approach

to resource development ensures the creation of high-quality resources that target instruction using formative assessment practices. Smarter Balanced plans to host the next Digital Library workshop in June 2019.

Initial ELPAC Threshold Score Review Study

The CDE provided the California State Board of Education (SBE) with results from the Initial Threshold Score Review Study in a February 2019 Information Memorandum. In general, the review study strongly confirmed, with 94 percent agreement from teachers, that the threshold scores approved by the SBE in May 2018 should not be revised. In March 2019, the *Initial English Language Proficiency Assessments for California Threshold Score Review Study Final Report* will be posted under the heading “Technical Documents” on the CDE’s ELPAC web page located at <https://www.cde.ca.gov/ta/tg/ep/>.

Next Steps

Educational Testing Services (ETS) will replicate the Initial ELPAC threshold score study using the Initial ELPAC results from the 2020–21 computer-based assessment administration. In spring 2021, the CDE will provide the SBE with the results of the replication analysis/study, and any recommendations for changes to the threshold scores following the review study.

Communicating Results for the CAASPP and the ELPAC

The communication of CAASPP and ELPAC results to stakeholders continues to evolve reflecting the technological engagement used in assessments. Student Score Reports (SSRs) can now be delivered electronically through a local parent portal. The CDE’s public web reporting landing page is being redesigned to consolidate links to all CAASPP and ELPAC assessment results into one place and provides more summary information to users. Video SSRs are being developed as a supplement to the regular SSR to provide another method for communicating results to parents/guardians. The Starting Smarter collaboration project will be rolled out to provide parents/guardians with a gateway to understanding student scores on the CAASPP and the ELPAC SSRs.

2018–19 Electronic Student Score Reports

Moving away from the distribution of paper SSRs to an electronic process has been an important step forward for CAASPP and ELPAC. Electronic SSRs provide LEAs with the flexibility to determine the most effective delivery method of the SSRs to parents and guardians. For example, LEAs can make SSRs available through their student information system (SIS) parent portal instead of printing and mailing. This method allows families to securely access current and historical electronic SSRs by smartphone, tablet, or computer through the district’s parent portal. Receiving a student’s test results will no longer rely on a one-time mailing to the student’s residence.

LEAs can use this electronic option as a way to increase the use of a district’s parent portal as part of a secure “one-stop shop” for families to access their child’s school information such as assignments, test results, grades, and attendance records.

Turnaround time for delivering SSRs to LEAs and parents, as well as the costs associated with the handling and mailing of reports to parents and guardians, will be greatly reduced. Contractual cost savings from the electronic delivery of reports allows for the expansion of translations beyond Spanish to include Vietnamese, Chinese (Traditional), and Filipino (Tagalog). In addition, electronic delivery offers more flexibility in the future to expand the amount of information in the SSR and its presentation features (e.g., color, spacing, and format) in order to increase parent and guardian understanding and family engagement.

The first phase (2017–18) of the development process included the coordination with LEAs to pilot test the technology solution for delivering electronic SSRs to SIS vendors and to their parent portals. The second phase (2018–19) will focus on a coordinated effort to work with all LEAs to implement electronic delivery of CAASPP SSRs statewide. The 2018–19 CAASPP SSRs will be delivered electronically with support provided to LEAs that demonstrate a strong need for continued paper SSRs because of technology constraints. Phase three (2019–20) will move all LEAs to the use of the electronic reporting process either by delivering the reports electronically, printing them locally, or by purchasing paper SSRs from the testing contractor.

Video Student Score Reports

In 2019–20, the CDE will engage in the annual redesign of both CAASPP and ELPAC SSRs. As part of this redesign activity and feedback from parents, guardians, and educators, the CDE will introduce the use of personalized SSR videos for parents and guardians as a supplement to the SSR. The video will be accessible on any device, will have dynamic elements that include on-screen text, animated graphics, and native-speaking voiceover. Translations will be available in languages other than those already available for electronic SSRs depending on the LEA's need. Embedded links at the end of video “chapters” provide immediate, targeted access to related information and resources.

In 2017–18, ETS and Spotlight developed video SSRs as an ETS-funded project. A targeted pilot test was conducted using Smarter Balanced ELA and mathematics results with three volunteer LEAs (Mt. Diablo, Benicia, and Los Angeles Unified School Districts). The LEAs provided the video SSR for approximately 25,000 students in three languages (English, Spanish, and Korean). The video SSRs were distributed in September 2018 by way of text, email, and parent portals.

The next phase is to develop an ELPAC video SSR pilot. This process will include the conceptualization of a design for a small number of LEAs to pilot. In 2018–19, video SSRs will be developed for the Smarter Balanced ELA and mathematics. Finally, development of video SSRs for the CAAs, CAST, and California Spanish Assessment (CSA) SSRs will include stakeholder input to facilitate the development of concepts for the video SSRs. Video SSRs will not replace the official electronic SSR at this time; they are intended to be a supplement to the SSR.

Starting Smarter Project

The Starting Smarter parent and guardian-focused website is another project that is in development. This project is a coordinated and collaborative effort by Smarter Balanced, ETS, and the CDE. Feedback from stakeholders also helped shape the Starting Smarter website, which replaces the testscoreguide.org website provided to parents on previous SSRs. The Starting Smarter website will provide resources to parents and guardians to facilitate their understanding of the scores presented on their child's SSR. The website will allow for access to sample test questions, practice tests, and no-cost resources available to support learning. This website also will have a guide for parent-teacher conferences that includes worksheets to guide a discussion with a child's teacher about grade-level expectations, progress in the classroom, and how to provide support at home and school. The website provides general information to parents about student score reports and does not provide information specific to a particular student. The Starting Smarter website will be developed for the CAASPP and ELPAC assessments over the 2019–20 and 2020–21 school years. Sample pages of the Starting Smarter website will be presented at the SBE meeting.

Public Web Reporting Website

The landing page for public web reporting for both CAASPP and the ELPAC will be restructured to consolidate links to all assessment results into one place. The CAASPP public web reporting will undergo additional enhancements to present assessment results in a better organized, cleaner, more intuitive format that reflects the organization of the SSRs. The ELPAC, which has been added to the public web reporting site, will display results from the 2017–18 administration.

Summary of Previous California State Board of Education Discussion and Action

In February 2019, an Information Memorandum provided the SBE with a summary of the Initial ELPAC threshold score review study (<https://www.cde.ca.gov/be/pn/im/infomemofeb2019.asp>).

In December 2018, the CDE provided the SBE with an Information Memorandum that gave an update on the 2017–18 public releases for the Initial California English Language Development Test, the Physical Fitness Test, and the preliminary indicators for the CAST field test and the CAA for Science, year two pilot (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-dec18item01.docx>).

In January 2019, the CDE provided the SBE with information for approval of the 2019 LEA apportionment rates for the CAASPP and an update on Program Activities (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/jan19item08.docx>).

In November 2018, the CDE provided the SBE with updates on CAASPP System activities, requested approval of the proposed contract amendment for the CAASPP contract with ETS to include the integration of the ELPAC, and requested approval of

the proposed contract amendment to the University of California, Santa Cruz interagency agreement to provide an educator reporting system

(<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item08.docx>)

(<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item08a1.pdf>)

(<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item08a2.pdf>)

(<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item08a3.pdf>)

(<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item08a4.xlsx>)

(<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item08a5.pdf>)

(<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item08a6.xlsx>).

In October 2018, the CDE provided the SBE with an Information Memorandum that provided an update on the SSR for 2018–19 and beyond

(<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-oct18item01.docx>).

In September 2018, the CDE provided the SBE with updates on the CAASPP System, including a presentation on the Electronic Reporting Pilot

(<https://www.cde.ca.gov/be/ag/ag/yr18/documents/sep18item03.docx>).

In August 2018, the CDE provided the SBE with an Information Memorandum that provided an update on the development of both new science assessments, the CAST and the CAA for Science

(<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-aug18item01.docx>).

In July 2018, the SBE approved a request for authority to enter into negotiations to amend ETS's CAASPP contract to include the integration of the ELPAC and enter into negotiations with UCSC for an interagency agreement to provide an educator reporting system (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/jul18item03.docx>).

In June 2018, the CDE provided the SBE with an Information Memorandum that included an update on the ELPAC and a review of the preliminary results of the Enhanced Assessment Grant for the Smarter Balanced Summative Assessments

(<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-jun18item02.docx>)

(<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-jun18item02a01.pdf>).

In May 2018, the CDE provided the SBE with updates on the CAASPP System

(<https://www.cde.ca.gov/be/ag/ag/yr18/documents/may18item03.docx>).

In May 2018, the SBE approved the operational threshold scores and composite weights for the Initial ELPAC

(<https://www.cde.ca.gov/be/ag/ag/yr18/documents/may18item04.docx>).

In March 2018, the CDE provided the SBE with updates on the CAASPP System

(<https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item08.docx>).

In February 2018, an Information Memorandum provided the SBE with an update on the Initial ELPAC standard setting process and provided a review of the revisions to the Initial ELPAC blueprints (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-feb18item01.docx>).

In January 2018, the SBE approved the CAA for Science test blueprint, general ALDs, and score reporting structure (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/jan18item06.docx>).

In January 2018, the SBE approved LEA apportionment rates for the 2017–18 CAASPP test administration and CDE-approved grade two diagnostic assessments

(<https://www.cde.ca.gov/be/ag/ag/yr18/documents/jan18item06.docx>).

In December 2017, the CDE provided the SBE with an Information Memorandum that included updates on the CAASPP System including a letter sent to the U.S. Department of Education that provided assurance, beginning with the 2017–18 school year, that California will be in compliance with those sections of the Elementary and Secondary Education Act that were waived for the 2016–17 school year.

(<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-dec17item01.doc>)

(<https://www.cde.ca.gov/be/pn/im/memo-pptb-adad-dec17item01a01.asp>).

In November 2017, the SBE approved the CAST and CSA test blueprints, general ALDs, and score reporting structures

(<https://www.cde.ca.gov/be/ag/ag/yr17/documents/nov17item07.doc>).

In October 2017, the CDE provided the SBE with an Information Memorandum that included updates on the CAASPP System

(<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-oct17item02.doc>).

In January 2017, the SBE approved LEA apportionment rates for the 2016–17 CAASPP test administration and the CDE-approved grade two diagnostic assessments

(<https://www.cde.ca.gov/be/ag/ag/yr17/documents/jan17item09.doc>).

In September 2016, the SBE approved the CSA high-level test design (HLTD), including the test purpose (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item04.doc>).

In July 2016, the SBE approved the CAA for Science HLTD

(<https://www.cde.ca.gov/be/ag/ag/yr16/documents/jul16item01.doc>).

Fiscal Analysis (as appropriate)

The 2018–19 Budget Act provided a total of \$93,064,000 for multiple CAASPP System contract costs, which includes \$82,754,000 for ETS CAASPP 2018–19 contract activities.

The proposed 2019–20 Budget Act provides a total of \$88,423,000 in funding for multiple CAASPP System contract costs. There is currently \$87,536,718 in proposed contract obligations for the CAASPP System contracts, which includes \$76,846,831 in funding for the proposed ETS CAASPP contract activities and \$373,397 in funding for the proposed CAASPP activities related to the California Educator Reporting System (CERS).

The 2018–19 Budget Act provides a total of \$27,259,000 in funding for multiple ELPAC system contract costs and an additional \$27,075,000 in funding to be utilized across four fiscal years for the development and implementation of computer-based ELPAC and ELPAC alternate assessments. For 2018–19, there is a total of \$35,826,586 for ETS ELPAC contract activities and \$137,693 for ELPAC activities related to the CERS.

The proposed 2019–20 Budget Act provides a total of \$37,244,000 in funding for multiple ELPAC system contract costs. There is currently \$36,793,235 in proposed contract obligations for the ELPAC system contracts, which includes \$36,362,323 in funding for the proposed ETS ELPAC contract activities and \$430,912 in funding for the proposed ELPAC activities related to the CERS.

The anticipated appropriation is sufficient to cover all costs of CAASPP and ELPAC contract activities for the 2019–20 fiscal year.

Attachment(s)

- Attachment 1: Outreach and Professional Development Activities (8 Pages)

Outreach and Professional Development Activities

The California Department of Education (CDE), in coordination with California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) contractors, has provided a variety of outreach activities, including in-person workshops, focus group meetings, and presentations, throughout the state to prepare local educational agencies (LEAs) for the administration of the CAASPP System and ELPAC. In addition, the CDE continues to release information regarding assessment program updates, including weekly updates, on its website and through listserv email. The following tables provide descriptions of outreach and professional development activities during January and February 2019.

Table 1. Trainings

Date(s)	Location	Number of Attendees	Description
1/14	Sacramento	139	2018–19 CAASPP/ELPAC Pretest Workshop Workshop to train LEA CAASPP and ELPAC coordinators how to prepare for and administer the Smarter Balanced Summative Assessments, the California Science Test (CAST), the California Alternate Assessments (CAAs), the new California Spanish Assessment (CSA), and the Initial and Summative ELPAC.
1/16	Los Angeles	143	2018–19 CAASPP/ELPAC Pretest Workshop Workshop to train LEA CAASPP and ELPAC coordinators how to prepare for and administer the Smarter Balanced Summative Assessments, the CAST, the CAAs, the new CSA, and the Initial and Summative ELPAC.
1/18	Shasta	50	2018–19 CAASPP/ELPAC Pretest Workshop Workshop to train LEA CAASPP and ELPAC coordinators how to prepare for and administer the Smarter Balanced Summative Assessments, the CAST, the CAAs, the new CSA, and the Initial and Summative ELPAC.

Date(s)	Location	Number of Attendees	Description
1/22	Ventura	103	2018–19 CAASPP/ELPAC Pretest Workshop Workshop to train LEA CAASPP and ELPAC coordinators how to prepare for and administer the Smarter Balanced Summative Assessments, the CAST, the CAAs, the new CSA, and the Initial and Summative ELPAC.
1/24	Santa Clara	107	2018–19 CAASPP/ELPAC Pretest Workshop Workshop to train LEA CAASPP and ELPAC coordinators how to prepare for and administer the Smarter Balanced Summative Assessments, the CAST, the CAAs, the new CSA, and the Initial and Summative ELPAC.
1/24	(webcast)	118	2018–19 CAASPP/ELPAC Pretest Workshop Workshop to train LEA CAASPP and ELPAC coordinators how to prepare for and administer the Smarter Balanced Summative Assessments, the CAST, the CAAs, the new CSA, and the Initial and Summative ELPAC.
1/29	Norco	81	2018–19 CAASPP/ELPAC Pretest Workshop Workshop to train LEA CAASPP and ELPAC coordinators how to prepare for and administer the Smarter Balanced Summative Assessments, the CAST, the CAAs, the new CSA, and the Initial and Summative ELPAC.
1/30	San Diego	117	2018–19 CAASPP/ELPAC Pretest Workshop Workshop to train LEA CAASPP and ELPAC coordinators how to prepare for and administer the Smarter Balanced Summative Assessments, the CAST, the CAAs, the new CSA, and the Initial and Summative ELPAC.
1/31	Fresno	110	2018–19 CAASPP/ELPAC Pretest Workshop Workshop to train LEA CAASPP and ELPAC coordinators how to prepare for and administer the Smarter Balanced Summative Assessments, the CAST, the CAAs, the new CSA, and the Initial and Summative ELPAC.

Table 2. Advisory Panel/Review Committee Meetings

Date(s)	Location	Number of Attendees	Description
1/9	Sacramento	16	Transition of ELPAC from Paper-Pencil Test to Computer-based Assessment (CBA) High-level Test Design (HLTD) Intake Meeting #1 Two national experts provided input on the HLTD for the ELPAC transition to a CBA.
1/9	Fremont	5–10	Accessibility Framework for the ELPAC CBA Staff from the School for the Blind and School for the Deaf were given an opportunity to provide feedback on the accessibility resources, which included examples of how some of the ELPAC items would render on the computer.
1/11	Sacramento	28	Alternate ELPAC HLTD Intake Meeting #1 Three national experts provided input on the HLTD for the Alternate ELPAC.
1/14–16	Sacramento	4	Initial ELPAC Speaking Range Finding (RF) Meeting An RF meeting helps ensure that all Speaking constructed-response test items are scored accurately and reliably throughout the state. At this meeting, California educators scored student responses on the Speech Functions task type and chose anchor samples to use in the Initial ELPAC trainings and training materials.
1/16–18	Sacramento	17	CAST Item Writer Training Workshop The three-day meeting was conducted to train California science educators on how to write items for future administrations of the CAST.
1/16–18	Sacramento	15-18	CSA Item Writer Training Workshop The three-day meeting was conducted to train educators on how to write test items for future administrations of the CSA.

Date(s)	Location	Number of Attendees	Description
1/22–25	Sacramento	5	<p>Initial ELPAC Speaking RF Meeting</p> <p>An RF meeting helps ensure helps ensure that all Speaking constructed-response test items are scored accurately and reliably throughout the state. At this meeting, California educators scored student responses on the Summarize an Academic Presentation task type and chose anchor samples to use in the Initial ELPAC trainings and training materials.</p>
1/28–31	Sacramento	4	<p>Initial ELPAC Speaking RF Meeting</p> <p>An RF meeting helps ensure that Speaking constructed-response test items are scored accurately and reliably throughout the state. At this meeting, California educators scored student responses on the Retell a Narrative and Support an Opinion task types and chose anchor samples to use in the Initial ELPAC trainings and training materials.</p>
1/29	(Virtual)	50	<p>Smarter Balanced Technical Advisory Committee (TAC) Meeting</p> <p>TAC members provided guidance on technical assessment matters pertaining to validity, reliability, accuracy, and fairness on Smarter Balanced assessments.</p>
1/30	Sacramento	16	<p>Transition of ELPAC from Paper-Pencil Test to CBA HLTD Intake Meeting #2</p> <p>Two national experts provided input on the HLTD for the ELPAC transition to a CBA.</p>
2/7–8	Sacramento	35	<p>CAASPP Technical Advisory Group (TAG) Meeting</p> <p>CAASPP TAG met to review psychometric topics related to CAASPP.</p>
2/11	Sacramento	29	<p>Alternate ELPAC HLTD Intake Meeting #2</p> <p>Four national experts provided additional input on the HLTD for the Alternate ELPAC.</p>

Date(s)	Location	Number of Attendees	Description
2/15	Sacramento	17	Transition of ELPAC from Paper-Pencil Test to CBA HLTD Intake Meeting #3 Two national experts provided input on the HLTD for the ELPAC transition to a CBA.
2/19–21	Sacramento	10–12	Educator Review of the Alternate ELPAC Connectors To review and gather feedback from educators on the development of Alternate ELPAC Connectors aligned to the 2012 California English Language Development Standards
2/21	(WebEx)	14	Statewide Assessment Stakeholders Meeting A discussion of current activities related to the Summative and Initial ELPAC, electronic reporting, and a review of the test item build-out for the CAST and the CAA for Science.
2/28–3/1	Sacramento	TBD	CAST Alignment Study The CAASPP independent evaluator facilitated a workshop in which educators evaluated the degree of alignment between the test items and forms with the CA NGSS.

Table 3. Presentations by CDE Staff

Date(s)	Location	Number of Attendees	Description
1/16	Sacramento	25	Regional Assessment Network (RAN) Meeting A presentation was provided to RAN members on several topics, including apportionment, the ELPAC, science item reviews, and cross-tabulation of statewide data.
1/18	San Diego	200	2019 Dual Language and English Learner Conference: Preparing our Students to Thrive in Challenging Times This presentation provided key high-level information on the development of the California Spanish Assessment.

Date(s)	Location	Number of Attendees	Description
2/2	San Jose	50	<p>California Teachers Association—Good Teaching Conference</p> <p>This presentation provided key information on the development of the CAST. Participants learned how to read and use an item specification and deconstructed a California Next Generation Science Standards performance expectation.</p>
2/12–13	Sacramento	21	<p>ELPAC Content Review Panel (CRP) Meeting</p> <p>The CRP reviewed ELPAC test items for:</p> <ul style="list-style-type: none"> • Alignment with the <i>California English Language Development Standards: Kindergarten Through Grade Twelve</i> and grades or grade spans as identified in the ELPAC blueprints • Appropriateness to each grade/grade span • Test construct being tested • Appropriate correct answers and plausible distractors
2/13	Rancho Cucamonga	75	<p>District Science Leadership Network: Access and Equity Around Assessments</p> <p>Riverside County Office of Education sponsored a discussion of the design of the CAST and an introduction to the item specifications.</p>
2/14–15	Sacramento	18	<p>ELPAC Bias and Sensitivity Review Panel (BSRP) Meeting</p> <p>The BSRP reviewed test items for language, illustrations, graphics, and other representations that might be differentially familiar or interpreted differently by members of different groups and for materials that might be offensive or emotionally disturbing to some test takers.</p>

Date(s)	Location	Number of Attendees	Description
2/21	Sacramento	25	<p>Advisory Commission on Special Education Meeting</p> <p>A presentation was provided on the topic of improvements in communicating results to parents.</p>
2/20–22	Anaheim	20	<p>2019 Curriculum and Instruction Steering Committee Leadership Symposium</p> <p>A presentation was provided on the following topics:</p> <ul style="list-style-type: none">• Student accessibility for the CAASPP and ELPAC assessments• Update of the latest developments and key enhancements to each of the CAASPP and ELPAC assessments